OMEGA ALPHA ACADEMY

From Recovery to Achievement:

How Distributive Leadership, Data Utilization and Professional Learning Communities (PLCs) Helps to Overhaul School Systems

INTRODUCTIONS

Presenters:

- Mr. Jose Frisby - Executive Director/Principal,
- Ms. Raquel Lis – Vice-Principal/Reading Specialist,
- Elementary Lead Teachers: Mrs. Priscilla Ramos, Ms. Marsha Jones,
- Middle School Lead Teachers: Mrs. Terri Dobmann, Mr. Omar Gallardo,
- High School Lead Teachers: Mr. Karl Harris and Mr. Ruben Robles

LEARNING OUTCOMES

- This panel will discuss:
- 1.) How Distributive Leadership led to the creation of an effective Instructional Leadership Team (ILTs),
- 2.) How structured and effective PLCs are increasing learning outcomes,
- 3.) How consistently utilizing current and relevant data drives instruction,
- **4.) How to provide consistent Professional Development (PD) within this framework,**
- 5.) How schools can design weekly schedules to allow for these critical components to occur, and
- 6.) How systems and structures can be created and maintained.

EXPECTANT PARTICIPANT OUTCOME

- Participants will be able to have a basic understanding of how to develop and maintain an effective ILT, PLCs, utilize data to drive instruction, provide consistent PD, create and maintain schedules, systems, and structures.

WHERE WE WERE...

WHERE WE ARE...

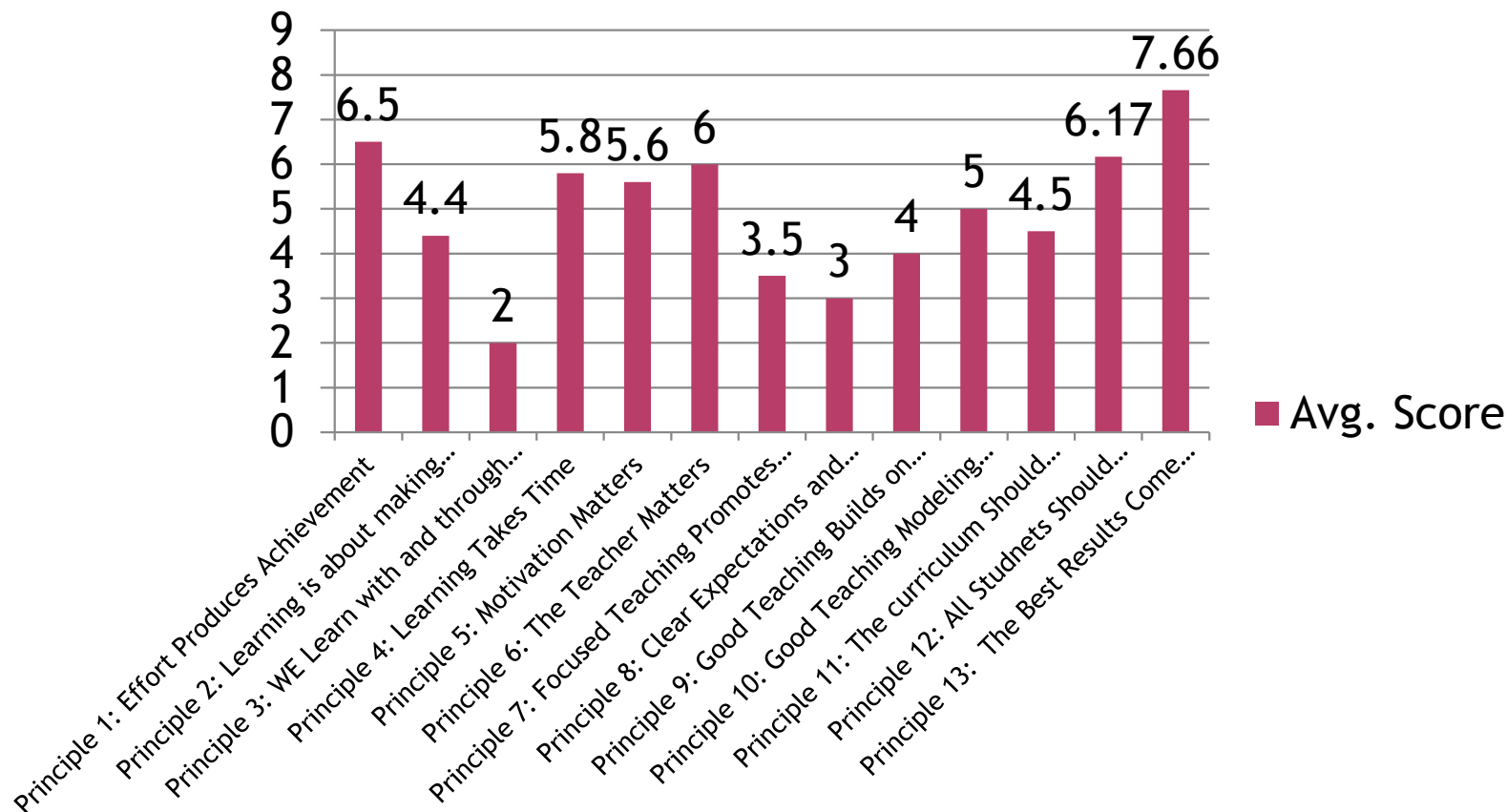# RATIONALE FOR CHANGE

- We Learn With and Through Others
- DEFINITION:
  - Observing the activities of others and learning about the world from or through them enables individuals to acquire information with less risk than if they were forced to learn on their own.
  - Most learning is done in a setting in which other are present. Collective learning provides opportunities to teach one another exchange ideas, reinforce concepts, solve problems, debate ideas and challenge assertions.

RATIONALE FOR CHANGE

- Data From Principles of Learning, Teaching and Curriculum Self Assessment Tool

Avg. Score on Assessment

RATIONALE FOR CHANGE

- According to the data, Principles 3 and 8 are where we should focus our attention to drive a change in our school culture to become more effective learners, teachers and leaders.
- We will focus on principle 3.

Rationale Supported by Research

- A study involving the brains in songbirds found that birds living in large groups have more neurons and probably a better memory than those that live alone. This finding suggests that being around others is helpful for increasing brain power.

- Researchers placed adult zebra finches in three different settings, either alone, with another bird of the opposite sex, or in a large group of about 45 other birds. Forty days later, three areas of the birds' brains were examined to check development

RATIONALE CONTINUED...

- They discovered that the birds living in large groups had developed about 30 percent more neurons in a region of the brain involved in sound processing. In addition, they had twice as many new neurons in areas of the brain involved in communication when living in large groups

Zebra Finch

HOW DID WE GET THERE?

- Admin Support:
  - Ensured that the school was comprised of a staff who was focused and invested in a common goal and were willing to collaborate as a TEAM.
  - Empowered and enabled teachers and staff members
  - Provided Professional Development for PLCs
  - Created a "Sacred Time" in the week to have weekly PLCs.
  - Created a "Tool Belt" to facilitate.
  - Created and developed an Instructional Leadership Team (ILT)
  - Put info on every weekly meeting.
  - Accountability
  - Frequent Walk Throughs and Support
  - Bi-Product: Bonus

IMPLICATIONS FOR ADMINISTRATION

- Administration encourages and provides opportunities for cooperative learning.
- Administration continues to support our staff PLCs in which they collaboratively work to create aligned and common lesson plans and assessments to increase student achievement.
- Administration continues to provide a variety of methods to assist all teachers depending on their individual needs, so they effectively contribute to their PLCs and the student learning environment.

IMPLICATIONS CONTINUED..

- Administration continues to draw from the talents represented in the staff to build a team

HOW DID WE GET THERE?

- PLCs
- Teacher Empowerment
- Distributive Leadership
- Gallery Activity

PLCS
OMAR GALLARDO / TERRI DOBMANN

- Administration attended and provided professional development for all staff on a research based collaboration effort known as Professional Learning Communities.

- Scheduled "Sacred Time" within the work week for teams to meet.

- These PLCs provided an avenue for collaboration within grade level as well as across grade levels.

PLC

- Created the PLC Meeting Minutes to Provide a Template for discussion
- Feedback was brought back to the ILT meetings and the G.A. Scale was created.
- That, in conjunction with other data forms, were designed to create the PLC Tool Belt.

PLC
DOBMANN

- The focus changed from teaching to learning.
- From working in isolation to working collaboratively.
- The focus changed from activities to results
- **QUALITY of the conversations within the PLC**

PLC
DOBMANN

- Confidence with tool and resource utilization
- Assistance from administration when necessary
- Professional Development within PLC
- Data driven
- Positive culture of the school and PLC
- Clarification on misunderstandings to encourage the common language and goal

PLC

- Three crucial questions that drive the work of those within a professional learning community:
  - What do we want each student to learn?
  - How will we know when each student has learned it?
  - How will we respond when a student experiences difficulty in learning?

PLC

- *Timely*. The PLC quickly identifies students who need additional time and support.
  - INTERVENTION
  - common formative assessments

PLC

- **OAA Collaboration, Collaborating for School Improvement**
- Systematic process
- Work together to analyze and improve our classroom practice.
- This process, in turn, leads to higher levels of student achievement
- **A Focus on Results**
  - Working together to improve student achievement becomes the routine work of everyone at the PLCs.

TEACHER EMPOWERMENT
MARSHA JONES AND PRISCILLA RAMOS

- Positive Culture
- Lead Teachers
- Autonomy
- Needs assessments lead to PD.
- Teacher led Professional Development Training

TEACHER EMPOWERMENT
MARSHA JONES AND PRISCILLA RAMOS

- Regular Teacher Collaboration in PLC's: data, content standards, student performance, curriculum and instruction
- Reflective Teaching
- Showcasing Teachers Strengths and offering support
- Effective Data System

DISTRIBUTIVE LEADERSHIP
KARL HARRIS/ RUBEN ROBLES

- Invitation to attend ILT
- Disseminate relative and pertinent information
- Ensure implementation.

DISTRIBUTIVE LEADERSHIP RUBEN ROBLES

- Instructional Leadership Team (ILT) weekly meetings.
- Lead Teachers providing Professional Development
- Coaching and Mentoring
- Employee Orientation by ILT

DISTRIBUTIVE LEADERSHIP
KARL HARRIS

- ILT members actively implement decisions made after each session.
- Ongoing decision making

QUESTIONS?